



THOMAS E. KERNS ELEMENTARY

6650 Frontage Road at
Greenville, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 600 Students | |
| Principal | Judith E. Mulkey | 864-355-1300 |
| Superintendent | Dr. Phinnize J. Fisher | 864-355-8860 |
| Board Chair | Megan Hickerson | 864-288-8363 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | At-Risk |
| 2006 | N/A | N/A |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

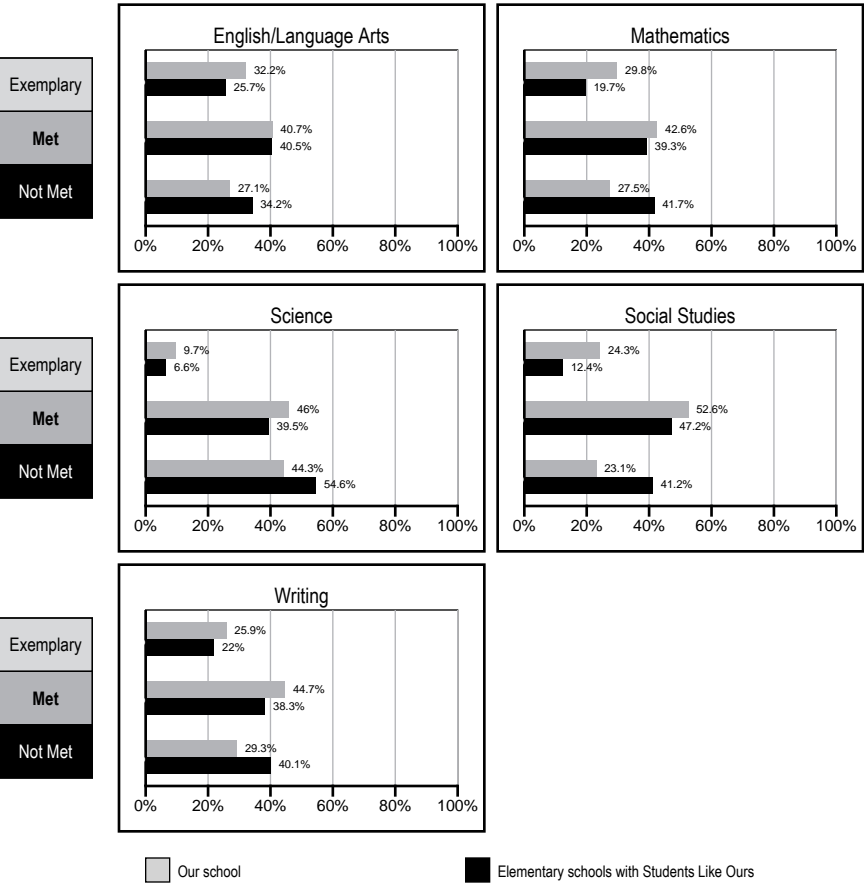
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 4 | 97 | 59 | 24 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=600) | | | | |
| First graders who attended full-day kindergarten | 95.4% | Up from 94.2% | 100.0% | 100.0% |
| Retention rate | 0.7% | Down from 1.7% | 1.5% | 1.2% |
| Attendance rate | 96.4% | Up from 96.3% | 95.8% | 96.1% |
| Eligible for gifted and talented | 5.5% | Up from 3.3% | 4.8% | 11.7% |
| With disabilities other than speech | 10.8% | Down from 12.1% | 8.5% | 8.0% |
| Older than usual for grade | 0.0% | Down from 0.2% | 0.8% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=44) | | | | |
| Teachers with advanced degrees | 43.2% | Up from 41.2% | 60.0% | 60.5% |
| Continuing contract teachers | 90.9% | Up from 76.5% | 80.0% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 91.0% | N/A | 83.9% | 87.0% |
| Teacher attendance rate | 98.8% | Up from 94.7% | 95.4% | 95.4% |
| Average teacher salary* | \$44,316 | Down 1.4% | \$45,358 | \$47,288 |
| Professional development days/teacher | 12.6 days | Up from 12.4 days | 10.6 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.4 to 1 | Up from 16.8 to 1 | 17.3 to 1 | 19.2 to 1 |
| Prime instructional time | 95.3% | Up from 90.8% | 90.5% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Good | Up from Average | Excellent | Excellent |
| Dollars spent per pupil** | \$7,547 | Up 12.7% | \$8,566 | \$7,548 |
| Percent of expenditures for instruction** | 72.8% | Up from 72.0% | 68.0% | 68.7% |
| Percent of expenditures for teacher salaries** | 70.2% | Up from 69.1% | 62.5% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Thomas E. Kerns Elementary is a state of the art facility which overlooks Interstate 85 at White Horse Road in Greenville, South Carolina and shares a campus with neighboring Southside High School. The staff of Thomas E. Kerns Elementary uses skills from studying Positive Based Behavior Supports (PBIS) to focus on school-wide positive discipline. Students and classes are recognized and rewarded for their appropriate choices through PBIS.

Title I funds are distributed in a school-wide program to enhance educational opportunities for the students in math and literacy. These funds provide reduced student to teacher ratios, intervention assistance in kindergarten and first grade, staff development for teachers, and educational trainings for parents. Students are provided opportunities to advance their skills through regular class instruction, targeted small group instruction, and opportunities to work with specialists in reading, math, and computer technology.

In order to stress the importance of parental involvement with student learning, the School Improvement Council (SIC) sponsors an annual "Every Minute Counts" Blitz Week. This program is designed to focus attention on the importance of daily parent-child interaction. Classes with the most logged hours are rewarded.

In January 2010, a Nature Trail overlooking protected wetlands on our property was created as a Boy Scout Eagle Project from our partnering Boy Scout Troop 9. Students are able to observe seasonal changes and the environment around the school. Additionally, our school developed business partnerships with Kohls Department store, Famous Hair, and Camp Greenville.

Teachers at Thomas E. Kerns Elementary strive to meet each student's individual needs. As a school, we continue to closely analyze our test scores and help students to set and meet growth goals. Tests such as Measuring Academic Progress (MAP) are given to students two times a year and allow us to tailor to the educational needs of each child. The entire staff of Thomas E. Kerns Elementary strives to inspire all our students to be the best they can be.

Judith E. Mulkey, Principal
Cynthia Betzer, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 39 | 85 | 34 |
| Percent satisfied with learning environment | 94.9% | 85.9% | 87.9% |
| Percent satisfied with social and physical environment | 100.0% | 89.3% | 76.5% |
| Percent satisfied with school-home relations | 66.7% | 89.3% | 87.5% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|-----------|
| School Improvement Status | CSI-DELAY |
|---------------------------|-----------|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 1.7% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.2% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.6% | 0.0% | No |
| Student attendance rate | 96.4% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 274 | 99.6 | 26.8 | 40.9 | 32.3 | 86.8 | 84.7 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 149 | 99.3 | 32.1 | 37.2 | 30.7 | 82.5 | 81.3 | 80.1 | N/A | N/A |
| Female | 125 | 100 | 20.8 | 45 | 34.2 | 91.7 | 88.3 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 58 | 100 | 9.4 | 35.8 | 54.7 | 96.2 | 90 | 89.6 | Yes | Yes |
| African American | 167 | 99.4 | 28.5 | 43 | 28.5 | 86.7 | 73.4 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 94.3 | 92.7 | I/S | I/S |
| Hispanic | 45 | 100 | 45.2 | 38.1 | 16.7 | 73.8 | 78.4 | 79.6 | Yes | Yes |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 89.7 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 100 | N/A | N/A | N/A | 50 | 53.3 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 43 | 100 | 45.2 | 35.7 | 19 | 73.8 | 78.7 | 79 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 243 | 99.6 | 29.6 | 39.8 | 30.5 | 85.8 | 76.1 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 274 | 99.6 | 27.2 | 42.8 | 30 | 81.7 | 82 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 149 | 99.3 | 30.7 | 40.9 | 28.5 | 78.8 | 80.5 | 78.4 | N/A | N/A |
| Female | 125 | 100 | 23.3 | 45 | 31.7 | 85 | 83.5 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 58 | 100 | 13.2 | 45.3 | 41.5 | 94.3 | 87.7 | 87.8 | Yes | Yes |
| African American | 167 | 99.4 | 28.5 | 45.6 | 25.9 | 78.5 | 68.4 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 94.9 | 93.5 | I/S | I/S |
| Hispanic | 45 | 100 | 42.9 | 26.2 | 31 | 76.2 | 78.3 | 78.3 | Yes | Yes |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 79.5 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 100 | N/A | N/A | N/A | 50 | 46.1 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 43 | 100 | 42.9 | 28.6 | 28.6 | 76.2 | 79.2 | 78.9 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 243 | 99.6 | 27.9 | 44.2 | 27.9 | 81 | 72.9 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 182 | 100 | 44 | 46.3 | 9.7 | 56 | 70.6 | 67.3 |
| Gender | | | | | | | | |
| Male | 93 | 100 | 48.3 | 41.4 | 10.3 | 51.7 | 70.1 | 66.9 |
| Female | 89 | 100 | 39.8 | 51.1 | 9.1 | 60.2 | 71.1 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 36 | 100 | 21.2 | 66.7 | 12.1 | 78.8 | 80.2 | 79.6 |
| African American | 117 | 100 | 45.6 | 44.7 | 9.6 | 54.4 | 50.4 | 49.7 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 86.4 | 84.4 |
| Hispanic | 26 | 100 | 68 | 24 | 8 | 32 | 60.1 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 76.3 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 19 | 100 | N/A | N/A | N/A | 23.5 | 33.9 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 27 | 100 | 69.2 | 23.1 | 7.7 | 30.8 | 60.6 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 164 | 100 | 45.2 | 43.9 | 10.8 | 54.8 | 57.1 | 55.4 |

Social Studies

| | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|
| All Students | 186 | 100 | 23.1 | 52.6 | 24.3 | 76.9 | 73.2 | 70.9 |
| Gender | | | | | | | | |
| Male | 104 | 100 | 29.2 | 45.8 | 25 | 70.8 | 72.8 | 70.1 |
| Female | 82 | 100 | 15.6 | 61 | 23.4 | 84.4 | 73.7 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 43 | 100 | 17.5 | 42.5 | 40 | 82.5 | 79.8 | 79.2 |
| African American | 112 | 100 | 22.9 | 58.1 | 19 | 77.1 | 57.9 | 58.4 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 86.9 | 86.8 |
| Hispanic | 30 | 100 | 33.3 | 44.4 | 22.2 | 66.7 | 67.8 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 69.8 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 23 | 100 | N/A | N/A | N/A | 47.6 | 40 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 26 | 100 | 36 | 44 | 20 | 64 | 69 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 167 | 100 | 25.3 | 50 | 24.7 | 74.7 | 61.6 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 276 | 100 | 29.3 | 44.7 | 25.9 | 70.7 | 74 | 72.1 | 96.4 | 96.2 |
| Gender | | | | | | | | | | |
| Male | 148 | 100 | 36.4 | 40 | 23.6 | 63.6 | 67.2 | 65.2 | 96.3 | 96.2 |
| Female | 128 | 100 | 21.4 | 50 | 28.6 | 78.6 | 81.1 | 79.2 | 96.4 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 55 | 100 | 20.8 | 35.8 | 43.4 | 79.2 | 81.6 | 80.8 | 95.3 | 96.1 |
| African American | 173 | 100 | 29.3 | 49.1 | 21.6 | 70.7 | 58.6 | 59.7 | 96.6 | 96.2 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 88.8 | 87 | 95.7 | 97.5 |
| Hispanic | 44 | 100 | 42.9 | 40.5 | 16.7 | 57.1 | 63.1 | 64.6 | 97 | 96.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 74.7 | 73.4 | N/A | 94.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 32 | 100 | 64.3 | 32.1 | 3.6 | 35.7 | 29.5 | 27.7 | 95.2 | 95.2 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 63.5 | N/A | 97.6 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 41 | 100 | 42.9 | 38.1 | 19 | 57.1 | 62.9 | 63.7 | 97.1 | 97 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 244 | 100 | 31.2 | 43.6 | 25.2 | 68.8 | 61.1 | 61.9 | 96.3 | 95.6 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 108 | 100 | 28.9 | 37.8 | 33.3 | 71.1 |
| | 4 | 78 | 100 | 38.2 | 48.5 | 13.2 | 61.8 |
| | 5 | 98 | 100 | 44.1 | 45.2 | 10.8 | 55.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 95 | 100 | 17.2 | 33.3 | 49.4 | 82.8 |
| | 4 | 95 | 100 | 31.9 | 44 | 24.2 | 68.1 |
| | 5 | 84 | 98.8 | 31.6 | 45.6 | 22.8 | 68.4 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2010 | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 108 | 100 | 37.8 | 38.9 | 23.3 | 62.2 |
| | 4 | 78 | 100 | 30.9 | 51.5 | 17.6 | 69.1 |
| | 5 | 98 | 100 | 48.4 | 43 | 8.6 | 51.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 95 | 100 | 21.8 | 39.1 | 39.1 | 78.2 |
| | 4 | 95 | 100 | 29.7 | 46.2 | 24.2 | 70.3 |
| | 5 | 84 | 98.8 | 30.4 | 43 | 26.6 | 69.6 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2010 | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 54 | 100 | 36.4 | 47.7 | 15.9 | 63.6 |
| | 4 | 78 | 100 | 35.3 | 58.8 | 5.9 | 64.7 |
| | 5 | 49 | 100 | N/AV | N/AV | N/AV | 48.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 45 | 100 | 47.6 | 45.2 | 7.1 | 52.4 |
| | 4 | 95 | 100 | 39.6 | 49.5 | 11 | 60.4 |
| | 5 | 42 | 100 | 50 | 40.5 | 9.5 | 50 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2010 | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 54 | 100 | 26.1 | 54.3 | 19.6 | 73.9 |
| | 4 | 78 | 100 | 25 | 58.8 | 16.2 | 75 |
| | 5 | 49 | 100 | 52.1 | 37.5 | 10.4 | 47.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 50 | 100 | 6.7 | 53.3 | 40 | 93.3 |
| | 4 | 95 | 100 | 26.4 | 52.7 | 20.9 | 73.6 |
| | 5 | 41 | 100 | 35.1 | 51.4 | 13.5 | 64.9 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 109 | 100 | 30.8 | 27.5 | 41.8 | 69.2 |
| | 4 | 81 | 100 | 40.3 | 45.8 | 13.9 | 59.7 |
| | 5 | 99 | 100 | 44.2 | 44.2 | 11.6 | 55.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 97 | 100 | 19.8 | 45.1 | 35.2 | 80.2 |
| | 4 | 93 | 100 | 31.5 | 44.6 | 23.9 | 68.5 |
| | 5 | 86 | 100 | 37.3 | 44.6 | 18.1 | 62.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample